

Important Phone Numbers

As a test coordinator representing your system, you may require more assistance. It is readily available through the offices listed below.

- For information about program administration issues contact:
Nancy Hall, Montana Program Assistant
Phone (888) 792-2741
Email: nhall@measuredprogress.org
OR
Sharon Houle, Montana Program Manager
Phone (800) 431-8901, Extension 2186
Email: shoule@measuredprogress.org
- For information about program policy issues, contact:
Judy Snow, State Assessment Director
Phone: (406) 444-3656
Email: jsnow@state.mt.us
- For information about the Alternate Assessment Scales, contact:
Bob Runkel or Marilyn Pearson
OPI Division of Special Education
Phone: (406) 444-5661
Email: mpearson@state.mt.us
brunkel@state.mt.us
- For information about ELL/LEP, contact:
Lynn Hinch, OPI
Phone: (406) 444-3482
Email: lhinch@state.mt.us
- For information about Title I, contact:
B.J. Granbery, OPI
Phone: (406) 444-4420
Email: bgranbery@state.mt.us
- For information about students with Migrant status, contact:
Angela Branz-Spall, OPI
Phone: (406) 444-2423
Email: angelab@state.mt.us

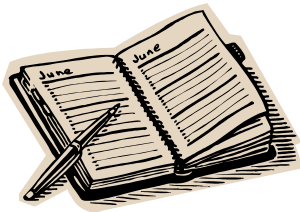


Linda McCulloch, Superintendent
Montana Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501
www.opi.state.mt.us



Ordering Additional CRT Test Materials

Only System Test Coordinators may order additional test materials. If you need to order additional test materials, go to <http://iServices.measuredprogress.org>. Select “Montana” and follow the on-screen instructions.



Important Dates

Test administration must be completed during this period.....**March 29–April 16, 2004**

Test materials must be shipped to Measured Progress by this date.....**April 22, 2004**

TEST SECURITY

All test items and responses to those items in the Montana Comprehensive Assessment System, Phase 2 are secure material and may not be copied or duplicated in any way or retained in the school after testing is completed.

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Checklist for System Test Coordinators

Before testing:

- _____ Notify schools about testing.
- _____ Receive and inventory test materials using the Materials Summary form (a minimum 5% overage was shipped to each school).
- _____ Request additional test materials online at <http://iServices.measuredprogress.org>. At welcome screen, select Montana and click “Enter”. Select “Order Additional Materials” from the left column. Follow the on-screen instructions. Call Measured Progress at 1-888-792-2741 if you should have additional questions.
- _____ Read instruction manuals for test coordinators and for test administrators.
- _____ Meet with School Test Coordinators to plan testing schedule and review procedures.
- _____ Distribute manuals and test materials to School Test Coordinators.

During testing:

- _____ Be available to answer questions from School Test Coordinators. Call Measured Progress at 1-888-792-2741 if you should have additional questions.
- _____ Be sure schools have arranged for makeup testing for students who miss all or part of the test. All test sessions—original and makeup—must be scheduled between March 29–April 16, 2004.

After testing:

- _____ Collect all test materials from School Test Coordinators.
- _____ Inventory test materials using the Materials Summary form.
- _____ **Note:** Student Response Booklets are to be returned separately from all other materials. Special pre-paid, pre-labeled return shipping boxes marked “For return of used answer documents only” must be used. These are for the return of **used** Student Response Booklets with a Class ID sheet (in white envelope), and the Principal Certification of Enrollment form (placed in administrative envelope). The boxes identified for return of used answer documents will use UPS 2nd day air service.
- _____ Pack all other test materials in shipping box(es) for return to Measured Progress. Affix a UPS Return Service (RS) label to the carton(s). These boxes will be returned to Measured Progress using UPS ground service.
- _____ UPS pickup can be made online at <http://iServices.measuredprogress.org>, or by calling Measured Progress to schedule pickup no later than Wednesday, April 21, 2004. (Complete instructions for return of materials are given on pages 14–16 of this manual.)



Checklist for School Test Coordinators

Before testing:

- _____ Receive and inventory test materials. Call your System Test Coordinator if you need additional test materials (5% overage was shipped to each school).
- _____ Read this manual and the *Test Administrator's Manual*.
- _____ Develop a testing schedule and review procedures with administrators.
- _____ Secure information from school records on students' participation in programs and test accommodations. This information is required on page 2 of the Student Response Booklet.
- _____ Provide a list of student names and ID numbers for students (optional) who will be tested at your school to test administrators.
- _____ Determine what special programs, if any, you will want to code on the Students' Response Booklets. (See pages 19-24 of this manual for detailed instructions.)
- _____ Arrange for testing of students who require test accommodations that cannot be made in the regular classroom.
- _____ Distribute test materials to test administrators.
- _____ Meet with test administrators to review testing schedule and administration procedures.
- _____ Supply test administrators with extra #2 pencils, scrap paper, and calculators (if applicable).

During testing:

- _____ Be available to answer questions as necessary. Call your System Test Coordinator if you have additional questions or need additional test materials.
- _____ Be sure that all students have comfortable and adequate workspaces.

After testing:

- _____ Verify that each test administrator has properly coded their Class ID Sheet and that all used Student Response Booklets (with the Class ID Sheet on top) has been placed in a large white envelope labeled, "For return of used answer documents" (one envelope per test administrator). Seal the envelopes.
- _____ Have principals complete and sign the Principal's Certification of Enrollment form.
- _____ Collect and inventory all test material and manuals from test administrators.
- _____ Pack all materials (see packing chart on page 15) in appropriate shipping box(es) .
- _____ Return all test materials to System Test Coordinators no later than April 19, 2004.

Structure and Format of the Test

The MontCAS, Phase 2 Criterion-Referenced Test (CRT) is a comprehensive assessment, covering a broad range of objectives in reading and mathematics at grades 4, 8, and 10.

The CRT is composed of two tests: reading and mathematics. Students will record answers to both tests in a single Student Response Booklet, and the directions for administering both tests are given in the Test Administrator's Manual.

In the CRT, the pool of test items in each grade and subject area is divided into two categories. A portion of the assessment consists of common items, which appear in all forms of the test and are taken by all students. The remainder of the total pool of test items in a grade/subject area is divided among sixteen different forms of the test; each student completes one form. This is called matrix sampling. The matrix-sampled items provide more complete coverage of the curriculum framework objectives while reducing testing time. Student, school, system, and state results are based only on the common items.

The CRT includes the following kinds of items:

- multiple-choice items, which require students to select the correct answer from four possible responses;
- short-answer items (mathematics test only), which require students to show their work when solving computation problems; and
- constructed-response items, which require students to write a brief (half-page) response or show the solution to a problem. These items take approximately 5–10 minutes to answer.

About the Test

The CRT instruments may be quite different from other standardized tests you have administered. These differences include the following:

- The reading selections represent complete pieces. Some are much longer than the selections in traditional tests.
- The constructed-response and short-answer items included in the test require students to generate and explain their answers.
- Some mathematics sessions refer to a Mathematics Reference Sheet, which includes manipulatives and formulas students may need to answer items.
- Mathematics test sessions 1 & 2A are “Calculator” test sessions. The items in these test sessions assess students’ problem-solving skills. The computation burden for students will be reduced if calculators are used, permitting students to demonstrate their problem-solving skills more accurately. Computation skills are assessed in “No-Calculator” test sessions 2B & 3. We recommend that students use calculators that are familiar to them (their own or class calculators). This will ensure that students are comfortable during the test and not burdened by unfamiliar calculator functions.

For the purposes of statewide accountability, tests focusing on limited content and involving a narrow range of item difficulty are not the most useful. Many states are moving toward the type of testing reflected in this instrument: testing that is based on activities students encounter in non-testing situations in the classroom and in everyday life.

Universal Test Design

The Criterion-Referenced Test (CRT) was developed and designed using the principles and concepts of “Universal Test Design.” Universal Test Design ensures access to tests for all students by ensuring that test items access the knowledge and skills in the most simple and straight forward manner possible and the test format presents the items in the most uncomplicated way possible. The CRT is an untimed test, although there are suggested times and guidelines. Regular administration of the CRT usually occurs in a group setting.

Options for Participation

To ensure that all students can participate, the CRT provides accommodations, standard and non-standard, and an alternate assessment. NOTE: codes and directions for test accommodations are included in this manual on pages 21-23 and in the Test Administrator’s Manual.

OPTIONS FOR PARTICIPATION

Without Accommodations	With Standard Accommodations	With Non-Standard Accommodations	CRT-Alternate
<ul style="list-style-type: none"> • For students who do not require accommodations of any kind. • Group setting • Untimed – with guidelines 	<ul style="list-style-type: none"> • Available for any student (students with disabilities <u>as well as</u> student without disabilities) when an accommodation is necessary to allow the student to demonstrate his/her skills and competencies. • Must be coded in the Student Response Booklet. • May be given in either, or both, reading and math portions. • Does not change intent/content of the test. 	<ul style="list-style-type: none"> • For a student when specified in his/her IEP/504/LEP plan. • Must be coded in the Student Response Booklet. • May be given in either, or both, reading and math portions. • Changes the intent/content of the test. • When a non-standard accommodation is used, the student’s score will be reported in the NOVICE performance category for that content area. 	<ul style="list-style-type: none"> • For a student when specified in his/her IEP plan. • For students who have a significant cognitive disability. • Must be coded in the Student Response Booklet. • May be given in either, or both, reading and math portions. • Based on alternate achievement standards.

Students to be Tested

- **All** classroom students enrolled in accredited Montana schools in grades 4, 8, and 10 are required to participate.
- Students who are eligible for the alternate assessment are not excluded from testing. They simply participate in the alternate assessment (CRT-Alternate).
- Students who have been identified as having Limited Language Proficiency (LEP) or who have been instructed in English for three or more years must take the CRT.
- Part-time students must be included in the CRT if they are enrolled in the district for 180 hours or more for the school year, and if they have not reached the age of 19.
- All suspended students are expected to participate and will be counted in district and school reports.
- A student transferring from a school or district in Montana during the time of testing must participate. Every effort should be made to complete testing at the new school.

Students Absent During Testing: The test administrator must keep a list of students absent during regularly scheduled test sessions. These students must be scheduled for makeup test sessions within the testing period (March 29–April 16, 2004).

Large-print: Large-print test booklets are enlarged editions (using 18-point font) of the CRT test booklets. Students may write directly on the large-print test booklet. Test administrators are required to transfer the student's answers from the large-print test booklet to a Student Response Booklet then place it in the "Special Handling" envelope for return to Measured Progress.

Braille: Montana will treat the Braille version of the CRT as a test accommodation. Test administrators are required to transfer the student's answers from the Braille test booklet to a Student Response Booklet then place it in the "Special Handling" envelope for return to Measured Progress.

Students Eligible for Exclusion

All students are expected to participate; however, scores of students in the following categories will be excluded from the calculation of averages:

- Foreign exchange students
- Students not enrolled in an accredited Montana school (including home-schooled students)
- Students enrolled in a private accredited school
- Students enrolled in a private non-accredited Title 1 school

Test administrators must complete a Student Response Booklet for all excluded students by coding the front cover and page 2. A Student Response Booklet must be returned for all students enrolled at grades 4, 8, and 10, whether tested or not.

Instructions for Test Coordinators

The assistance of test coordinators is vital to the success of the CRT program. Test coordinators help to ensure that testing proceeds smoothly, materials are properly accounted for, and responses are accurately analyzed. The quality of assessment data depends, in large part, on uniformity of test administration procedures. For this reason, the instructions given in this manual and in the Test Administrator's Manual must be followed closely by both test coordinators and test administrators. System Test Coordinators serve as the liaison between Measured Progress and local test administrators (teachers, in most cases).

The primary responsibilities of the **System Test Coordinator** are to

- serve as the school's contact person for Measured Progress;
- coordinate all test activities; and
- oversee the inventory, distribution, collection, and return of all test materials.

School Test Coordinators' activities include the following:

- developing a testing schedule for your school;
- distributing materials to test administrators;
- familiarizing yourself with procedures detailed in the Test Administrator's Manual and meeting with teachers to discuss those procedures and answer questions;
- seeing that testing procedures are followed;
- securing background information on students' participation in special education or other programs and possible accommodations for testing. If students are enrolled in such programs or take the assessment using accommodations, that information must be noted on page 2 of the Student Response Booklet;
- handling test accommodations according to guidelines in this manual;
- providing to test administrators a list of names and ID numbers for students who will be tested at your school (optional);
- determining what special programs, if any, you will want to code on the students' response booklets;
- seeing that test administrators administering the CRT-Alternate have transferred student scores from the CRT-Alternate Manual to the Student Response Booklets; and
- returned the Principal's Certification of Enrollment form (completed and signed by the principal).

As test coordinator, you are responsible for assuring the security of material in the test. You must notify test administrators that test items are secure and must not be released, copied, or duplicated in any way.

Principal's Certification of Enrollment Form

The Principal's Certification of Enrollment form will be used to assure the inclusion of all students in the CRT based on enrollment numbers at each school. This scannable form eliminates the cumbersome duty of compiling student rosters. Each principal will be asked to code the following enrollment information on the form:

- A. Number of students enrolled (in grade tested) in your school on the first day of your testing window
- B. Number of students enrolled – February enrollment count
- C. If there is a difference between columns A & B, bubble-in "yes" then code that number in the space below. Please write a detailed explanation on the back of the form (explain the change in enrollment).
- D. Number of blank Student Response Booklets received from Measured Progress.
- E. Number of used Student Response Booklets returned to Measured Progress.
- F. Number of unused Student Response Booklets returned to Measured Progress.

The Principal's Certification of Enrollment form includes a space (back of form) for principals to explain the change in enrollment. This is required to assist Measured Progress in reconciling any discrepancies between the number of student test materials returned from a school and the counts on the form. The principal's signature is required to certify his/her approval of the information submitted. The form must be signed and returned or the school MAY NOT RECEIVE A SCHOOL REPORT. If we do not receive the form or it is returned unsigned, you will be contacted by Measured Progress to make arrangements to have the form completed and signed. However, your school or district will NOT be contacted to resolve any incomplete information or any discrepancy in the numbers without an appropriate explanation. If the information provided is not complete or if there is any discrepancy in the numbers, the higher figure will be used as the denominator for calculating AYP participation rates for the district and school.

Scheduling Test Sessions

The test must be given to students between March 29 and April 16, 2004. Schedule the testing in your school early enough during this period to allow time for makeup testing, if needed. You must also schedule testing for any students who require test accommodations that cannot be made during the regular test sessions.

The test sessions and estimated time to complete each session are shown in the chart on page 9. For scheduling purposes, each session must be treated as an intact unit. That is, once students start a session of the test, they must finish it within the session block; under no circumstances may they go back to complete or revise an earlier session once they have moved on to another session. The guidelines on the following page should be followed when scheduling tests.

- Total testing time is approximately 4.5 hours. Scheduling the different test sessions over the course of at least three to four days is advised to minimize student fatigue and allow students to do their best work on the test. Test sessions may be scheduled to fit the overall school schedule provided that the sessions are administered in the order presented in the students' test booklets (shown in the chart on page 9). The order may be changed in cases of makeup testing; however, each session must remain intact during makeup testing.
- The test should not be administered to several classes of students grouped in one large room, such as a cafeteria or an auditorium. The test is designed to assess a wide range of student abilities and to provide information to schools and districts about student performance. All students should be tested in surroundings that will provide them with the opportunity to do their best work on the assessment. In schools where students in several classes are being tested, each classroom of students should take the same test session simultaneously.
- Testing schedules should be arranged so students do not become fatigued. Especially for fourth-grade students, Measured Progress recommends that these students not be tested any longer than two hours in any one day, with at least a one-hour break between any of the two hours of testing. We recognize that this might not be possible or even the most convenient schedule for your students, but we urge you to space sessions appropriately.
- The tests are not timed tests in the sense that no adjustments will be made for unfinished items in the scoring and generation of results. Students needing time beyond the scheduled session time should be allowed up to five minutes to finish their work. Sessions that have a part A and a part B are granted only a five-minute extension for each part. After the five-minute extension, Student Response Booklets should be collected unless a student is working with an accommodation. Any accommodation in session length must be completed on the same day that the session of the test was started.
- After test administrators complete the testing of their students, they will return test materials to the School Test Coordinator along with a list of the names of students who were absent during testing. Makeup sessions must be scheduled separately for students taking different parts of the test. Makeup sessions do not have to be administered in the students' regular classrooms; students may be tested by the test coordinator, a guidance counselor, or another teacher assigned to monitor makeup testing.

Recommended Testing Schedule		
Session	Activity	Estimated Session Time
DAY 1 General & Reading		
	General Instructions	Approximately 10 minutes
	Break	
Session 1	Reading Session 1	Approximately 45 minutes
DAY 2 Reading		
Session 2	Reading Session 2	Approximately 45 minutes
	Break	
Session 3	Reading Session 3	Approximately 45 minutes
DAY 3 Mathematics	Calculators are allowed	
Session 1	Mathematics Session 1 (calculators are allowed)	Approximately 45 minutes
	Break	
Session 2A	Mathematics Session 2A (calculators are allowed)	Approximately 20 minutes
DAY 4 Mathematics	Calculators are NOT allowed	
Session 2B	Mathematics Session 2B (calculators are NOT allowed)	Approximately 20 minutes
	Break	
Session 3	Mathematics Session 3 (calculators are NOT allowed)	Approximately 45 minutes

Calculators may be used only in Sessions 1 and 2A of the mathematics test. The test has been designed so that calculators are not required but highly recommended for students to perform satisfactorily. Students may use their own calculators or those supplied by the school. Test administrators may wish to have additional calculators on hand to loan to students, as needed.

System Test Coordinator – Handling of Materials

Receipt and Inventory of Materials

Test materials will be delivered to System Test Coordinators via UPS (United Parcel Service). Please alert your staff and ask them to notify you when they accept delivery of the materials. If you have not received test materials by March 26, immediately telephone the Measured Progress distribution center at 1-866-677-2547.

- **Each school in your system will be packed separately by grade.** Schools will each have a box labeled “Open Me First-Administrative Materials Enclosed.” A Materials Summary is located in this box. Complete the “Qty Received” and “Qty Returned” columns and return the list when packing materials at the end of testing. The System Test Coordinator is accountable for returning all secure test materials received in the initial shipment and any additional material requests.
- In boxes containing class packs of test booklets, a packing slip is enclosed. This form will list the individual barcode numbers for each test booklet in that box. These numbers are used for Measured Progress internal tracking procedures only. All packing slips should be placed in the Administration Forms envelope for return to Measured Progress.
- Requests for additional materials will be done with Measured Progress’ online ordering system at <http://iServices.measuredprogress.org>. At the welcome screen, select Montana from the dropdown menu and click “Enter;” then, select “Order Additional Materials” from the left column. Follow the on-screen instructions to order additional materials. To access your school’s account, you will need your Measured Progress (MP) ship code, located on the first line of your Materials Summary list.
- Used Student Response Booklets are to be returned separately from all other materials. Special pre-paid (2-day UPS), pre-labeled return shipping boxes marked “For the return of used answer documents” will be included with your shipment. These are for the return of used Student Response Booklets (a/k/a answer documents) with a class identification sheet, and the Principal’s Certification of Enrollment form. All other materials are to be returned in their original boxes using the UPS Return Service labels provided. This will expedite the return of the Student Response Booklets to Measured Progress.

Affixed to each box is a pre-printed bar code label identifying the materials for your system. The information on the label will expedite the tracking of returned materials after testing, so please do not remove, destroy, or deface the label. Save the box(es) and the packing material in which test materials were shipped, so that they can be reused when you return the test materials to Measured Progress.

Each delivery will also include UPS Return Service (RS) labels for shipping boxes back to Measured Progress. You will receive the same number of RS labels as the number of boxes shipped to your school. If you use fewer boxes to return materials, please include unused RS labels in one of the returned boxes.

A prompt inventory of test materials will allow you time to order additional test materials, if needed. Immediately distribute test materials to School Test Coordinators!

Test Materials Packed By School	
Item	Notes
Packing Slip(s)	In the box with test booklets. This list contains barcode numbers for each student test booklet in the shipment. For Measured Progress use only.
Materials Summary (pink)	Use this to inventory materials.
Principal's Certification of Enrollment (green)	This form is to be completed and signed by the principal.
<i>Test Coordinator's Manual(s)</i>	One manual per School Test Coordinator. Extra copies may be duplicated at your school, if needed.
<i>Test Administrator's Manual(s)</i>	One manual per test administrator. Extra copies may be duplicated at your school, if needed.
White plastic envelope(s) labeled "For Return of Used Answer Documents Only"	One envelope per test administrator including CRT-Alternate test administrators.
White plastic envelope(s) labeled "Special Handling"	One per grade/school. For used Student Response Booklets needing special handling.
White (expandable) plastic envelope(s) labeled "For return of CRT-Alternate. student test materials."	One envelope per grade/per school, if applicable.
Pre-paid, pre-labeled return shipping boxes marked "For return of used answer documents only"	For return of used Student Response Booklets (a/k/a answer documents) with class header sheets placed in white envelopes, and Principal's Certification of Enrollment form.

Class packs of test booklets	<p>The number of test materials included in each class pack is indicated on the front of the pack. There are 16 different forms of the test booklets. It is important to remember that the different forms of the test booklets have been mixed in the class packs so they will be distributed <u>randomly</u> to students. Testing materials are to be distributed in the order in which they appear in the class pack.</p> <p>Mathematics Reference Sheets are located in the back of your class pack. These are generic and may be distributed to students during mathematics test sessions.</p>
Class packs of Student Response Booklets (answer documents)	<p>The number of Student Response Booklets in each class pack is indicated on the front of the pack. If your system ordered pre-printed Student Response Booklets, the name of the school and test administrator is also included on a label on the front of the pack.</p>
Class Identification (ID) Sheets (blue)	<p>One form per test administrator. This form is to be completed by each test administrator and returned with their used Student Response Booklets.</p>

If you are missing any materials indicated on the Materials Summary form, or if you need additional materials, use Measured Progress' online ordering system at <http://iServices.measuredprogress.org>. If you do not have internet access, please call Nancy Hall, Program Assistant, at 1-888-792-2741.

School Test Coordinators - Distributing Materials and Briefing Test Administrators

As the School Test Coordinator, you should review the Test Administrator's Manual and become familiar with the information in that manual. Distribute a manual to each teacher who will be administering the test. After teachers have had an opportunity to read the manual, schedule a meeting to distribute materials, to review testing procedures and schedules, and to answer any questions they may have about administering the assessment.

During the meeting of test administrators, distribute and review, if needed:

- student testing materials—test booklets and response booklets;
- Class Identification Sheets (blue);
- extra #2 pencils for test administrators to lend to students who do not bring their own to the testing sessions;

- the information regarding accommodations and school programs that will affect test administration and that must be coded on page 2 of the students' response booklets when testing is complete;
- the lists of student names and ID numbers (optional) for students being tested at your school; and
- what special programs you will need to code on the students' response booklets.

NOTE: Class packs of test booklets may be split to accommodate the number of students in any one testing group within a school as long as the different forms remain in their random order.

Please remind test administrators that there are sixteen test forms per grade and must be distributed in random order. All sixteen test forms have the same set of common items (items previously field tested and used for scoring) but different matrix items (embedded field test). This system of testing permits the release of common items each year.

Test administrators should be aware that their primary role is to encourage students to take the task seriously and do their best on the tests, to give clear directions to students, and to monitor student performance to see that directions are followed. Administrators may not comment on students' work or help them in any way except when completing their student information on the front cover.

Please remind test administrators that test items in the test are secure and may not be copied or duplicated in any way or kept at the school once testing is completed. Using the current year's test materials to familiarize students with test-taking strategies is a violation of test security and testing procedures.

School Test Coordinators - Collecting Materials After Testing

After original test sessions and makeup sessions are completed, all used and unused test materials must be returned to the school test coordinator. When materials are returned, check to see that

- all test materials, whether used or unused, have been returned by each test administrator;
- all test booklets for the assessment have been returned and counted;
- the front cover and page 2 of each Student Response Booklet have been completed accurately for each student, whether the student was fully tested, partially tested, or totally excluded from the test;
- the Student Response Booklets are in good condition and are free of erasure bits, and that erasures have been made completely;
- be sure all accommodations and partial or total excluded students are properly coded on students' response booklets.
- each test administrator has placed used Student Response Booklets, including CRT-Alternate Student Response Booklets, behind a Class Identification Sheet into a large, white envelope labeled "For Return of Used Answer Sheets Only."

- labels were appropriately placed on CRT-Alternate student manuals, student evidence, and white envelope labeled “For return of CRT-Alternate test materials” (used Student Response Booklets must be placed in the large, white envelope labeled “For Return of Used Answer Sheets Only”).
- all scratch paper and other non-secure test materials have been returned to you for shredding.

Return all test materials to the System Test Coordinator on or before Monday, April 19, 2004.

System Test Coordinator - Return of Materials

All testing, including makeup sessions, must be completed no later than Friday, April 16, 2004, and all test materials must be shipped to Measured Progress no later than Wednesday, April 21, 2004.

Materials should be returned as soon as your school has completed the testing of all students. It is important that every school adhere to the schedule for testing. If any schools are late in administering the tests and returning their materials, the reports for schools could be delayed.

Make an inventory of all materials before returning them. As you count materials, check the appropriate spaces on the Materials Summary. Pack materials for return in the carton(s) in which you received them. Do not pack more than one grade level in a carton. Please refer to the bar code on the original shipping carton(s) for the correct grade level. For example, if your school received two cartons of grade 8 test materials and two cartons of grade 10 test materials, re-pack the grade 8 materials in the grade 8 cartons and the grade 10 materials in the grade 10 cartons.

Do not use any rubber bands, staples, or clips when repacking materials. You may need to use packing material, such as crumpled paper to be sure items do not shift during shipping.

Packing Test Materials

Student Response Booklets are to be returned separately from all other materials. Special pre-paid, pre-labeled return shipping boxes marked “For the Return of Used Answer Documents Only” (a/k/a Student Response Booklets) were included with your shipment (see Table 1 on page 15). These are for the return of used Student Response Booklets with a Class Identification form, which were placed in white plastic envelopes by test administrators, and other administrative forms. All other test materials are to be returned in their original boxes using the UPS Return Service labels provided (see Table 2 on page 15).

TABLE 1:
Carton Labeled “For the Return of Used Answer Documents”

Packing Order for Carton	
Top of Carton	
“Administration Forms” envelope containing: <ul style="list-style-type: none"> • Principal’s Certification of Enrollment Form • Packing Slips (list of barcode labels from original shipment) 	
White plastic envelopes labeled “For return of used answer documents” containing used Student Response Booklets (CRT and CRT-Alternate) with Class Identification sheets	
White plastic envelope(s) labeled “Special Handling” containing Student Response Booklets needing special handling	
Bottom of Carton	

TABLE 2:
Cartons For Returning All Other Test Materials
Packing Order for Each Carton

Top of Carton
Packing Order for Returning Test Materials
Top of Carton
White plastic envelopes containing alternate assessment(s) manuals and evidence
All unused Student Response Booklets and other test materials
All manuals and Mathematics Reference Sheets
Student test booklets (used and unused)
Bottom of Carton*

* If your school needs more than one carton, assure that materials go into the multiple cartons following this sequence.

Reseal the carton(s) using heavy-duty packing tape. Cross out or tape over any old address labels, leaving the bar code label(s) untouched. Include in the first carton any extra UPS RS labels that you did not use.

NOTE: All materials must be returned by United Parcel Service (UPS); instructions are given below. Please do not call UPS directly to schedule a pickup because you could be charged a fee. Please do not attempt to return materials using any other carrier. If you have questions about the return of materials, please call Measured Progress, 1-866-677-2547.

Instructions for using UPS Return Service:

Step 1. Locate the UPS Return Service (RS) label on every carton being returned. A single UPS RS label has been provided for each carton you received. The preprinted label contains the system name, street address, city, state, and zip code at the top of the label.

Step 2. Adhere a UPS RS label to each carton being returned.

Step 3. When your test materials are ready to be returned to Measured Progress you will have to select one of the following options:

OPTION 1:

Request a UPS pickup online at <http://iServices.measuredprogress.org>. At the welcome screen, select Montana from the dropdown menu and click "Enter," then, select "UPS Pickup Request" from the left column. **Use the UPS 2-day RS label numbers located on the carton labeled "For the Return of Used Answer Documents Only."**

OPTION 2:

If you have a regularly scheduled daily UPS delivery or pick up at your school, you may hand your cartons to the UPS driver.

OPTION 3:

You may bring your cartons to any UPS Hub or UPS store.

OPTION 4:

Call Measured Progress at 1-866-677-2547 between the hours of 8:00 a.m. to 2:00 p.m., Eastern Standard Time, to schedule a pickup. Requests for pick up after 2:00 p.m. Eastern Standard Time will require the pick up to be made the second business day after the call is received.

- Be prepared to provide Measured Progress with the following information:
 1. system name
 2. pick up location (building address)
 3. where in the building to go for the pick up (i.e. main office, loading dock, guidance, etc.)
 4. total number of cartons you are returning
 5. your business hours
 6. contact person name and phone number
 7. tracking number on UPS RS label(s)

NOTE: All materials must be ready for pickup no later than Wednesday, April 21, 2004. If your pickup is in a very rural area of the state, please allow an extra day or so for your materials to be picked up.

Procedures for Coding Student Information

Only the information coded on the student's response booklet will be reported back to the schools and systems. Therefore, in order to provide meaningful data on the reports it is critical that the local school personnel coding the Student Response Booklets have the student information readily available so that they can provide the most accurate data for each student.



When to code information on the Student Response Booklet:

Front cover → **during** the first test session by student

Page 2 & Ethnicity (Box G) on front cover → **after** testing is complete by test administrator

After testing is complete, test administrators or school staff must check to see that the front cover of the Student Response Booklets are filled out for every student enrolled at each grade tested in the school. Test administrators will then code all applicable information on page 2 and ethnicity information (Box G) on the front cover.

- If a student took any or all parts of the assessment, test administrator and/or school staff must verify that the front cover has been completed. Page 2 of the Student Response Booklet should be coded as appropriate.
- If a student participated in the CRT-Alternate, test administrators or designated school staff must complete for that student all of the information on the front cover, page 2, and scoring information on pages 11 & 13 of the Student Response Booklet.
- If a student was absent for all of the test, test administrators or designated staff must complete for that student all information on the front cover and page 2 of an otherwise blank response booklet.

Before Testing (General Session): Students Code Boxes A-F of the Front Cover of Student Response Booklet

If your school did not order pre-printed Student Response Booklets, please ask test administrators to perform this brief activity prior to the start of test session one (General Session). Student-level information (Boxes A-F) on the front cover of the Student Response Booklet must be completed before beginning the first test session. Detailed instructions for coding Boxes A-F may be found in the *Test Administrator's Manual*.

If your school received pre-printed Student Response Booklets, test administrators may proceed to test session one after coding Box E, “Form”, on the front cover of the Student Response Booklet (see the *Test Administrator's Manual* for detailed coding instructions). Note: All students must code Box E with their test booklet/form number. Please ensure that test administrators or students perform this task prior to testing.

Code Box B: Student Identification (optional)

For reporting purposes, a unique student ID number will be assigned to each student in your school, if ID numbers are not already assigned by schools, on the front cover of the Student Response Booklet. The purpose of this request is to be able to match different components of student records from other programs within OPI. Data at the student level allows for analysis across more variables with reduced burden on school and systems. A field, Student ID, is on the Student Response Booklet on the front cover. You will have TWO options for coding student ID numbers.

Option One: District or School Assigned Number: Students will code a district or school assigned number on the front cover of the Student Response Booklet. This number will be used for all programs and stay with the student from year to year. Use leading zeros to code (left-justified) student ID numbers less than 10 digits.

OR

Option Two: Measured Progress Assigned Number: If this field is left blank on the front cover of the Student Response Booklet, Measured Progress will assign each student a unique 10-digit ID number.

Grade 10 Students Only

Code Box P (on Page 2): Vocational Education Concentrator

In advance, Test Administrators must prepare the following list either on a board or as a handout.

Codes for Areas of Vocational Concentration

- A Agriculture
- B Business
- C Marketing
- D Health Occupations
- E Family & Consumer Services
- F Technology
- G Trades & Industries
- H A blend of courses in 2 or more of the above.

Detailed instructions for coding Box P are located in the *Test Administrator's Manual*.

After testing: Code Box G: Ethnicity

Ethnicity information, Box G, on the front cover of the Student Response Booklets should be completed by test administrators after testing is finished. Montana Office of Public Instruction suggests that this section be completed by the Test Administrator with information obtained from the system. Mark only one racial/ethnic category.

- 1 American Indian or Alaska Native
- 2 Asian
- 3 Black or African American
- 4 Hispanic
- 5 Native Hawaiian or Other Pacific Islander
- 6 White

Code Box H: Program Information

The program information section is for local school personnel to code in any of the eight programs that a particular student is associated with. These categories should be coded after a student has completed the test.

SE	Special Education student, identified as being disabled, who has an IEP.
504	Student identified as 504, who has a 504 plan.
MG*	Student who has migrant status. A child is designated “migrant” and considered eligible for services under the Title I Part C statute if he or she meets very specific conditions extracted from the law. A detailed definition follows this chart.
GT	Gifted student identified and served.
LEP/ELL**	Student identified as limited English proficient. Montana observes the federal definition of limited English proficiency. Both language impact and academic achievement must be considered. A detailed definition follows this chart.
F/RL	Student who is eligible for free or reduced-price lunch participation. Due to the confidential nature of this designation, the response booklet must be coded by: <ul style="list-style-type: none"> (a) a district or school building test coordinator, OR (b) the local school district official who

determines free and reduced-price eligibility (i.e., school food official)

If the coding is to be done by a test coordinator, then the school food official will provide a list of free and reduced-price eligible students to the test coordinator. Upon completion of the coding, the test coordinator must return the list to the school food official. If the coding is to be done by the school food official, then the test coordinator will give the Student Response Booklets to the school food official. Upon completion of coding, the school food official is to return the Student Response Booklets to the test coordinator.

Title I Math (local option)
Title I Reading (local option)
Bubble-in "Yes" if the student has an IEP.

TM (optional)

TR (optional)

Does the student have an IEP?

* MG: A child is designated "migrant" and considered eligible for services under the Title 1 Part C statute if he or she meets very specific conditions extracted from the law. A migratory child means:

- a. a child who is, or whose parents, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or migratory fisher; and
- b. who, in the preceding 36 months accompanying such parent, spouse, or guardian in order to obtain temporary or seasonal employment in agricultural or fishing work, has moved from one school district to another.

NOTE: Districts may not make migrant eligibility determinations without assistance from the Office of Public Instruction; however, once identified the child must be coded on any standardized achievement test taken.

**LEP/ELL: Montana observes the federal definition of limited English proficiency. Both language impact and academic achievement must be considered when identifying LEP/ELL students. A student must be identified as one of the following:

1. an individual who was not born in the United States or whose native language is a language other than English;
2. an individual who comes from an environment where a language other than English is dominant;
3. an individual who is American Indian or Alaskan Native and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency.

The student must also have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such an individual the opportunity to learn

successfully in classrooms where the language of instruction is English or to participate fully in our society.

Code Box I: Educational Disability

Code “Yes” if the student has a significant cognitive disability.

Code Box J: Special Education

The special education section (Box J) is optional. Local school personnel may code in special education information for students with identified disabilities after testing has been completed. Below is the list of the thirteen allowable disabilities and their codes.

AU	Autism	LD	Learning Disability
CW	Child with a Disability	OI	Orthopedic Impairment
CD	Cognitive Delay	OH	Other Health Impairment
DB	Deaf-Blindness Impairment	SI	Speech/Language
DE	Deafness	TB	Traumatic Brain Injury
ED	Emotional Disturbance	VI	Visual Impairment
HI	Hearing Impairment		

Code Box K: Standard and Non-Standard Accommodations

Standard Accommodations

Standard accommodations are changes in the routine conditions under which students take the criterion-referenced tests (CRT), and involve changes to timing or scheduling of the test, test setting, test presentation, and how the student responds to test questions. Standard accommodations are available to all students if they are already part of the student’s classroom routine and must be coded in Box “K”, page 2, of the Student Response Booklet.

Use the accommodation codes on the following page to identify the accommodation(s) provided to eligible students after testing has been completed.

STANDARD CRT ACCOMMODATIONS (CODE ALL THAT APPLY IN BOX K)

Scheduling Accommodations

Tests were administered

1. at a time of day or a day of the week based on student needs.
2. in appropriate blocks of time for individual student needs, followed by rest breaks.
3. with time extended beyond the regular test administration allotments until, in the administrator's judgment, the student could no longer sustain the activity.

Setting Accommodations

Tests were administered

4. individually (one-on-one).
5. in a small group.
6. in a carrel.
7. in an alternative setting.
8. by other school personnel known to the student (e.g., LEP, Title I, Special Education).
9. at the student's home, by school personnel.
10. with the student seated in front of the classroom.
11. with the teacher facing the student.

Equipment Accommodations

Tests were administered

12. with the student using magnifying equipment.
13. with the student wearing noise buffers.
14. using a template.
15. with the student using amplification equipment (e.g., a hearing aid or auditory trainer).
16. with the student using a typewriter or word processor (without activating spellchecker).
17. using voice-actuated technology.
18. using a bilingual dictionary.

Recording Accommodations

19. The student's answers were dictated to the test administrator and recorded in the student response booklet by the test administrator.
20. The student marked or wrote answers with the assistance of a technology device or special equipment. The student's answers were transferred by the test administrator to the student response booklet.
21. Other assistive technology routinely used by the student that does not change the intent or content of the test was used.

Modality Accommodations

22. Tests were read to the student by the test administrator (with the exception of the reading test). Note: Readers must read test items/questions and reading passages to the student word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to the student regarding the meaning of words, intent of test questions, or responses to test items/questions.
23. Tests, including directions, were interpreted for student with deaf or hearing-impaired student (with the exception of interpreting the reading test).
24. An administrator gave test directions with verification (by using a highlighter) that the student understood them.
25. An administrator assisted students in understanding test directions including giving directions in native language.
26. Tests were read in "Sheltered English" content for an LEP student (with the exception of reading the reading test).

Other

27. Braille
28. Large Print

Code Box K: Non-Standard CRT Accommodations

Non-standard accommodations are changes in the way testing is presented or in the way a student responds to test questions that may alter what the test measures. Teams should exercise caution in considering whether a student requires a non-standard accommodation.

Non-standard accommodations are only available for a student with IEP/504/LEP plans.

- For the test(s) the student takes with a non-standard accommodation, the score for that test(s) will automatically be reported in the NOVICE performance category for that content area. Test administrators will code the non-standard accommodation in Box K, page 2, of the student's response booklet.

The following is a partial listing, by example, of methods of administration that would be considered to be non-standard.

CODE ALL THAT APPLY IN BOX K:

29. Reading aloud the reading test to a student or the student uses text-reader software. A student for which this type of non-standard accommodation might be used would be a student with a learning disability in reading who without the text being read, could not participate in this portion of the test.
30. Student uses a calculator, number chart, arithmetic table, or manipulatives on no-calculator sections of the mathematics test. A student for which this type of non-standard accommodation might be used would be a student with a learning disability in math who, without the use of a calculator, would not be able to perform any math calculations or functions.
31. Tests were translated into native language for an LEP/ELL student. Translation is to be done by local personnel.
32. Other (with verification from OPI).

Code Box L: Alternate Assessment

Please code alternate assessment program information in Box L, Page 2, of the Student Response Booklet. Identify all subjects in which the students participated in the CRT-Alternate.

Code Box M: Did Not Participate

Complete this section only if the student did not participate in one or more sections of the CRT through standard administration, administration with accommodations, or through alternate assessment.

Test administrators should code "Entire Test" for students who were absent for the entire testing window and were unable to participate in any test session.

Code Box N: Participation Information

NSAY	Not in school entire academic year
NDAY	Not in district entire academic year

Please code this box if the student was not in your school during the entire academic year or if the student was not in your district during the entire academic year.

Code Box O: Exclusions

FXS	Foreign Exchange Student
SNE	Student Not Enrolled (including home-schooled students)
PRAS	Student in a private accredited school
PRNONST	Student in a non-accredited Title 1 school

Please code this box for students who were excluded from participating in all test sessions. **Scores of students coded in Box O will not be included in the calculation of averages.**

Coding Class Identification Sheets (Blue)

The purpose of the Class Identification (ID) Sheets is to identify the way in which the accompanying Student Response Booklets should be organized for reporting purposes. CRT-Alternate Test Administrators and CRT Test Administrators must complete a Class ID sheet for each class and grade tested. Failure to properly code this form will result in incorrect Class Roster and Item Analysis Reports.

Please code the following information on the Class ID Sheet:

- Teacher Name (Last Name, First Name)
- School Code
- Number of Returned Used Student Response Booklets
- Grade

After coding the above information, please place the completed Class ID Sheet on top of your students' response booklets and insert them into the white envelope labeled "For Return of Used Answer Documents Only."



Glossary of Terms

Term	Definition
Accommodations	Special arrangements given to a student who is unable to take the assessment under normal circumstances
Alternate Assessment	Process by which teachers collect information (performance event) that reflects the student's abilities; for the small percentage of students for whom accommodations to the regular assessment will not give results representative of those students' abilities.
Common items	A group of items that appear in all forms of the assessment in the same location across forms, to allow comparison of individual student performance, and most, if not all, of which are released with results for use in the classroom.
Constructed-response item	An item that requires more than one or two words for a response; also called an open-response item.
Criterion-referenced test	An assessment that compares a student's performance to a specific standard or standard of achievement established for an entire content domain or for a sub-domain.
Mathematics Reference Sheet	Usually a card-stock document that includes a ruler, formulas, and other information that students can use during the test administration to aid them in answering the questions.
Matrix (embedded) item	Items present only as trial items on test forms; similar to field-test items but without a separate test.
Principal's Certification Of Enrollment Form	Form that certifies the number of used Student Response Booklets versus enrollment for a given test and the materials returned to Measured Progress. In addition, the enrollment numbers reported on this form will be used to calculate AYP participation rates for schools and systems.



*for your assistance in coordinating
the MontCAS, Phase 2 CRT program!*